

**Spaulding High School  
2021-2022 Course Syllabus**

**Course Title:** Freshman Humanities English

**Department:** English

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### **Course Description**

Freshman Humanities is a semester-long survey course designed to ensure a productive and successful transition to high school, along with providing a solid foundation for high school English. Through the study of literature, informational text, and digital media, students will explore major themes and essential questions about the human condition over a broad period of time across the globe. Students will have opportunities to practice and demonstrate proficiency in skills and content area standards, including reading, writing, speaking and listening, and presentation.

### **Embedded Honors Credit**

At the conclusion of unit one, any motivated and self-disciplined student seeking a more rigorous experience can elect to participate in the honors English credit option (details to be provided in a separate document). Honors students will be expected to display exemplary leadership, academic achievement and habits of work.

### **Topics/Units of Study & Essential Questions**

#### I. The Purpose of Storytelling

- How can I become a more effective and confident reader, writer, and speaker?
- What are the elements of a good story?
- Why do we tell stories?
- How does literature help us understand universal truths about the human condition and/or human behavior?

#### II. Power, Privilege, and Responsibility

- What is the purpose of dystopian literature?
- How can language be used to manipulate and/or inspire?
- What are the characteristics of a dystopian society?
- What are the authors of dystopian novels saying about government, society, and/or human behavior?

#### III. Conflict, Decisions, and Consequences

- What is the relationship between decisions/actions and consequences?
- How are individuals shaped by the consequences of decisions/actions?
- How much control do individuals have over their own destiny?

### **Language Study**

Vocabulary and grammar instruction will be ongoing throughout the course.

### **Texts/Materials**

- *Illegal* by Eoin Colfer and Andrew Donkin
- *Animal Farm* by George Orwell
- *Romeo and Juliet* by William Shakespeare
- Various handouts, informational texts, and digital media

**NOTE:** In the event of a lost or damaged book, the student and their parents/guardians are responsible for replacement costs. The **average** cost of replacing a lost or damaged book for this course is \$12.

### **Learning Tasks**

- Those assignments not designated as assessments are considered “learning tasks” and may include both in-class and out-of-class work.
- Learning tasks serve to further your own learning, prepare you to fully participate in class, and guide you toward proficiency in the course standards.
- Completion of learning tasks allows your teacher to monitor and provide feedback on your progress towards proficiency.

### **Assessment/Reassessment**

- Standards and their respective performance indicators will be assessed using the graduated system outlined below:
  - The first assessments for any performance indicator will be **highly guided**. This means students will work toward demonstrating proficiency with support and feedback. These are considered formative (learning) assessments and are essential for feedback and growth.
  - The next assessments for each performance indicator will be **less guided**, but will still contain supports to reach proficiency. These are also considered formative assessments.
  - Students will then have an opportunity to show proficiency **independently**. It is the independent (summative) assessments that determine a student’s overall progress on each standard and ultimately their final grade in the course. With rare exception, students are expected to complete learning tasks and formative assessments before attempting a summative assessment.
- Students will be allowed and are encouraged to reassess in order to reach proficient or exemplary. This will become increasingly important with the independent assessments. Students must discuss a plan for additional preparation prior to reassessment.
- Reassessments MUST be done in a timely manner (within two weeks of return of the original assessment). Please schedule an appointment with your teacher if you need to review skills or conference about assignments.

### **COVID-19 Safety Protocols (these may change over the course of the year)**

- Currently, our only restriction is that everyone must wear a mask over their nose and mouth at all times while indoors (except when eating or drinking).
- I will be asking you to fill out a Google Form regarding your comfort level with various scenarios, such as seating arrangements, group work, and eating and drinking in the classroom. I will do my best to make sure everyone feels safe.

### **Other Classroom Expectations and Procedures**

Please help maintain a safe, positive, and productive learning environment by doing the following:

- Arrive to class on time and ready to work (with all needed materials)
- Complete all tasks to the best of your ability
- Comply with teacher’s phone/electronic device policy (see below)
- Show respect—for yourself, the teacher, and your classmates, as well as for school property and classroom materials.
- Follow all classroom and school rules (see the Parent & Student Handbook)

Learning Expectations - The most important classroom expectation is that everyone **attempts every assignment**, knowing that continued practice leads to learning and success. This includes **completing all reading assignments**, which are generally the basis for other learning tasks.

Phone/Electronic Device Policy - While phones and other personal electronic devices have important uses in the 21st century, they are not required for the successful completion of this course. It is my expectation that all devices are silenced and out of sight for the duration of class. Failure to do so will result in Office Referral(s). If you have an academic or critical need to use your device, **please ask first** and be ready to explain what that need is.

Chromebook Expectations - Chromebooks should be brought to class and sufficiently charged. During class, Chromebooks (and the school's network) are to be used for academic purposes only (not for games, videos, etc.).

Academic Support & Communication- Students have 50 minutes set aside every day for academic advisory. This is when you should be accessing extra help, making up missed assignments, or working on current assignments. Sign up on the white board if you would like to meet with me during advisory (band A or C). Email is also a great tool for communication. I am happy to help, but I don't always know it is needed unless you advocate for yourself.

Hall Passes/Leaving the Room - In the event that you need to leave the room (to use the bathroom, get a drink, go to the nurse, etc.), please ask permission and I will write you a pass. There will also be a sign out book or electronic form to complete (details TBD).

In most cases, only one student is allowed out of the classroom at a time.

Food Expectations - TBD [Eating will most likely be allowed, but I want to find out what everyone's comfort level is with it first]

### **Academic Dishonesty**

Students are expected to complete and submit their own work, and any known incident of academic dishonesty is taken seriously.

- Academic dishonesty includes, but is not limited to copying work from another student (past or present), sharing one's work with another student, copying work from the internet without proper citation and/or paraphrasing, or re-submitting previously submitted work.
- Infractions will result in office referrals and communication with parents/guardians for all students involved.
- Infraction consequences may include:
  - Redoing the assignment
  - Loss of ability to earn Exemplary on indicators/assignments
  - Loss of embedded honors credit
  - Loss of eligibility for NHS or scholarships
  - Failure of the course

## Grading: List of Assessed Course Standards

To achieve proficiency on each standard below, a student must meet the criteria listed within that standard by the end of the year. To earn course credit, a student must be "Proficient" in Reading, Writing, and at least one other standard. Additionally, students must demonstrate at least a "Beginning" level on all performance indicators (no PI's can be "No Evidence").

| STANDARD   | PERFORMANCE INDICATORS   |
|--|--|
| <p><u>READING:</u>*<br/>Students will comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts</p>  | <ul style="list-style-type: none"> <li>• R.a. Cite evidence to support analysis</li> <li>• R.b. Determine central ideas and themes</li> </ul> <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> <li>• R.f. Determine author's purpose/point of view</li> <li>• R.g. Analyze Multiple Interpretations</li> <li>• R.j. Participate in an out-of-class book group</li> </ul> |
| <p><u>WRITING:</u>*<br/>Students will produce clear and coherent writing for a range of tasks, purposes, and audiences.</p>  | <ul style="list-style-type: none"> <li>• W.b. Write explanatory/informational essays</li> </ul> <p>Demonstrate proficiency in at least one of the remaining indicators:</p> <ul style="list-style-type: none"> <li>• W.d. Use the writing process</li> <li>• W.f. Use reflection/metacognition</li> </ul>  |
| <p><u>SPEAKING AND LISTENING:</u><br/>Students will initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.</p> | <ul style="list-style-type: none"> <li>• SL.a. Refer to evidence from text</li> </ul> <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> <li>• SL.b. Operate effectively in a group</li> <li>• SL.c. Respond thoughtfully to diverse perspectives</li> </ul>   |
| <p><u>PRESENTATION:</u><br/>Students will present information, findings, and supporting evidence conveying a clear and distinct perspective.</p>   | <ul style="list-style-type: none"> <li>• P.a. Develop a clear line of reasoning</li> </ul> <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> <li>• P.c. Use audience/purpose awareness</li> <li>• P.d. Use digital media to enhance presentation</li> </ul>   |
| <p><u>LANGUAGE:</u><br/>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>   | <ul style="list-style-type: none"> <li>• L.a. Demonstrate command of conventions</li> </ul> <p>Demonstrate proficiency in at least one of the remaining performance indicators:</p> <ul style="list-style-type: none"> <li>• L.c. Determine the meaning of words/phrases</li> <li>• L.e. Acquire and use academic vocabulary</li> </ul>  |

\* = Required Standards

**NOTE:** Students must demonstrate at least a "Beginning" level on all performance indicators to earn course credit (no PI's can be "No Evidence")

## Grading: 2021-2022 Overall Course Performance Grading Guideline (School-wide)

| COURSE PERFORMANCE RATING | GPA Value | GRADING CRITERIA   |
|---------------------------|-----------|--|
| Exemplary                 | 4.0       | <ul style="list-style-type: none"> <li>• <b>All</b> standards are Exemplary or Proficient, <b>AND</b></li> <li>• <b>Majority</b> of standards are Exemplary</li> </ul>   |
| Partially Exemplary       | 3.5       | <ul style="list-style-type: none"> <li>• <b>All</b> standards are Exemplary or Proficient, with at least one standard being Exemplary</li> </ul>   |
| Proficient                | 3.0       | <ul style="list-style-type: none"> <li>• <b>All</b> standards are Proficient</li> </ul>  |
| Partially Proficient      | 2.5       | <ul style="list-style-type: none"> <li>• <b>All required</b> standards are Exemplary or Proficient, <b>AND</b></li> <li>• <b>Majority</b> of standards are Proficient, <b>AND</b></li> <li>• <b>No</b> standards are Beginning or Insufficient Evidence</li> </ul> |
| Developing                | 2.0       | <ul style="list-style-type: none"> <li>• <b>Majority</b> of standards are Developing.</li> </ul>   |
| Beginning                 | 1.0       | <ul style="list-style-type: none"> <li>• <b>Majority</b> of standards are Beginning.</li> </ul>  |
| Insufficient Evidence     | 0.0       | <ul style="list-style-type: none"> <li>• <b>Majority</b> of the standards are Insufficient Evidence.</li> </ul>  |

\*Honors and AP courses would add an additional 0.33 to the GPA score.

**The guideline is used to assess an overall course performance. When the guideline does not completely represent the situation, professional discretion will be used.**

### Guidelines for Incompletes:

- The student has extenuating circumstances.
- The student has arranged a reasonable plan with the teacher (such as a contract).
- Incompletes will be granted for a two-week period. Additional extensions may be granted with the permission of the department chair if a student is making reasonable progress.

\*\*\*PLEASE KEEP THIS DOCUMENT AND REFER TO IT AS NEEDED\*\*\*